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ABSTRACT

A national survey of 500 postsecondary institutions was undertaken to assess the services, programs, and facilities accessible to handicapped students. Among findings were that 22% of those responding provided special physical education course(s) and that, of 31 colleges or universities listed as members of the Association of Handicapped Student Service Programs in Postsecondary Education responding, 74% offered special counseling, referral, or information regarding participation in or attendance at recreational activities. A list of campus recreation activities offered to disabled students and a list of typical campus facilities are provided for use as checksheets in reviewing availability and accessibility. Comments from various persons involved in services to the disabled from a number of campuses are included. Among appendixes are the questionnaire and information on programs at some of the responding institutions. (PHR)

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A PRELIMINARY STUDY OF SPECIAL RECREATION FOR DISABLED COLLEGE/UNIVERSITY STUDENTS

By

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Published by

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362 Koser Avenue
Iowa City, Iowa 52240

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Dedication

This monograph is dedicated to

William M. Usdane, Ph.D.

national rehabilitation of disabled leader,

who died May 4, 1979.

Preface

A lack of recreational opportunity is one of the problems confronted by disabled students attending colleges and universities.

The U.S. Bureau of Education for the Handicapped supported a nationwide survey of accessibility for disabled students to colleges and universities that was conducted by ABT Associates, Inc. The survey included recreation facilities and services. The results of the survey by ABT suggested that recreation deficiencies exist.

THE LEISURE PROJECT is being conducted during the period 1977-80 by Professor John A. Nesbitt of the Recreation Education Program of the University of Iowa through a grant from the U.S. Bureau of Education for the Handicapped. Mr. William A. Hillman, Jr. is the BEH project officer. In conjunction with the LEISURE PROJECT and as part of a new 1980-83 project submitted to the U.S. Bureau of Education for the Handicapped, the SPECIAL RECREATION PROJECT, staff support was provided for the design and implementation of a limited, preliminary survey on "Campus Recreation and Disabled Students." The survey was conducted during the summer of 1979.

The results of the preliminary survey are being used in two ways. First, a report of the findings of the survey is being provided to the Association on Handicapped Students Services Programs in Post Secondary Education and to individuals who responded to the survey. Second, an article has been prepared based on the survey and submitted to Leisure Today for inclusion in a special issue that will be devoted to campus recreation. Leisure Today is published by the American Association on Leisure and Recreation, a branch of the American Alliance for Health, Physical Education, Recreation and Dance.

During the 1980 to 1983 period it is anticipated that a second survey will be conducted on special recreation for disabled college students. The survey will be sent to a larger number of institutions and will request more information than the preliminary survey. The findings of the survey will be used in inservice training for personnel employed in providing college/university support services for disabled students. The findings of the survey and training materials based on the survey will also be distributed nationally.

The goal of this effort is to facilitate mainstreaming of disabled college/university students in all aspects of recreation -- cultural events, cultural facilities, such as museums and theaters, intramurals, the performing arts, social activities and sports. We even hope that the disabled college/university student of today will become tomorrow's advocate for community recreation opportunity for all disabled people -- children, youth, adults and the aging.

Any individual, institution or organizations wishing to cooperate, to make recommendations or in other ways to contribute to this effort is encouraged to contact us.

J.A.N.

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The Challenge Today

The provision of campus recreation opportunity for postsecondary students is an integral aspect of all postsecondary education. Recreation opportunity takes the form of fine arts and crafts, athletics, clubs and fraternities, concerts, dance, drama and theater, music, recreation sports and intramurals, social recreation, spectator events and travel.

The passage of the Rehabilitation Act of 1973 and Section 504 requires the elimination of discrimination against people who are handicapped, including handicapped students. Any college or university that discriminates against disabled students jeopardizes its Federal funding. Aware of the educational guarantee being provided, handicapped people have moved to enroll in postsecondary education. Aware of the responsibility that they have to the handicapped, colleges and universities have moved to provide facility, program and service access. Access to campus life for handicapped students should include access to campus recreation.

What can and what are postsecondary schools doing to meet the recreation needs of students? What obligation is perceived to provide services? What goals are being set? What successes are being experienced? What problems are being confronted?

The Recreation Needs of Disabled Students

Dr. Theodore F. Childs, Chairman of the Division of Allied Health and Professor at Tuskegee Institute in Tuskegee, Alabama and former director of the Special Services Program at Long Island University, Brooklyn, New York, has been a leading innovator since 1966 in the development of college and university special services for students who are handicapped. Dr. Childs states the following: (1)

We found an enormous recreation deficit among our handicapped students at Long Island University. They had experience only in going to places where they had to go, to clinics, to hospitals and to rehabilitation centers. They had no experience in going to recreation facilities or recreation events or recreation activities. Thus, we believed that it was very important for special students to attend sports events, concerts and to go to art museums. It is terribly important that colleges and

universities give priority to recreation for the handicapped person because throughout his or her lifetime the person who is handicapped has greater need for recreation skills than non-handicapped.

The National Survey

A major national survey of higher education services, programs and facilities accessible to handicapped students in the United States was organized by ABT Associates, Inc. (2) (3). (A second survey and directory are being prepared for publication in 1980.) (4).

Five hundred postsecondary institutions responded to the survey which covered all aspects of the college or university experience including services, classes and facilities. The survey resulted in a major information resource entitled, The College Guide for Students with Disabilities.

Number of Disabled College Students

In 1976, 25,000 disabled students were reported by 500 institutions of higher education. (3) It is probable that there are 100,000 students attending over 3,000 American institutions of higher education who are recognized as being disabled. Given a significant population of students whose disabilities are not visible and, therefore, not known or not counted, it is probable that in 1980 there are an additional 200,000 disabled students enrolled in institutions of higher education in the United States.

The following are the general categories of disability that are encountered: hearing impaired, physically impaired, speech impaired, emotionally impaired and visually impaired.

Data on Service Related to Recreation Provided

The responses of the 500 colleges and universities indicated that the following recreation related services were being provided: special physical education course offered - 109, 22%; Disabled Students Organization - 75, 15%; and Disabled Student Recreation or Sports Club - 4, 1%.

The student organizations and the recreation clubs provide primary means of developing recreation opportunity. It may be anticipated that disabled student organizations will increase as a means of furthering representation, consumerism and advocacy. The decade of the 1980's will undoubtedly be one

during which interest groups advance their causes through organized activity. It is highly desirable that students include campus recreation among their priorities.

Special Recreation Clubs

The special recreation club is one option open to disabled college students and services. The University of Arkansas sponsors a judo club for students who are blind. California State University, at Northridge sponsors a deaf students club. Merced College in California is one of many colleges and universities that sponsor a wheelchair basketball team. Wright State University in Ohio sponsors a Wheelchair Sports Club and Architectural Barriers Committee. While special campus recreation clubs have not been widely used to date their potential on campus may be significant. Further, the special campus recreation club may serve as a model for the special recreation clubs in the community after college.

Access to Recreation

Of the 500 colleges and universities that responded to one or more parts of the survey the following facility accessibility and services related to recreation were reported.

Arts and Crafts/Museums	76	15%
Dramatic Arts/Movie Theaters	107	21%
Physical Education	56	11%
Recreation/Gymnasium	277	55%

Information on the following facilities was not available: bowling lanes, exercise practice rooms, gymnasium, game room/recreation room, stadium and field house, student union and swimming pool.

Future activity in the general area of special campus recreation for handicapped students must determine the degree of recreation accessibility and seek means of solving any existing problems.

Special Recreation Services Currently Offered in Selected Institutions

Sixty randomly selected colleges and universities with members who belong to the Association on Handicapped Student Service Programs in Postsecondary Education were sent a questionnaire on Campus Recreation and Disabled Students in the summer of 1979. Thirty-one responses were received, a 52% response. The respondents provided objective and narrative answers and documentation on their programs and services.

It recognized that the members of the Association are, in fact, a specially selected group. Further, the fact that an individual or service responded suggests a special interest in or sensitivity to the subject of recreation for disabled. Given these caveats the following information is provided.

	n: 31		
	Number	Responding	Percent
Does your college or university offer any special counseling, referral or information for disabled students regarding participation in or attendance at recreational activities such as fine arts, performing arts (dance, drama, music) sports, sports events?	Yes	23	74%
	No	8	26%
Does your intramural and/or recreation service offer any special services, programs, and/or personnel, etc. for recreation for students who are disabled?	Yes	18	58%
	No	13	42%
Are students who are disabled included in your physical education classes and programs and what activities are offered?	Yes	28	90%
	No	3	10%

Question No. 4: The Future of Special Recreation Services

"What is the future to be like?"

The opinions expressed by the respondents varied but did provide broad conceptual-model categories as follows.

	n: 31 Number Responding	Percent
A. The current status of recreation opportunity and participation by disabled students suggests that no special emphasis or service will be required.	2	6%
B. Existing services will meet disabled student recreation needs on an individual demand basis.	14	46%
C. Existing services will pursue a mainstreaming emphasis without any additional special recreation service for disabled students.	5	16%
D. Existing services will pursue a mainstreaming emphasis and will provide special recreation services for disabled students.	10	32%

Many factors such as the following will influence the future campus recreation activity patterns of students who are disabled.

- * Disabled student demand
- * Campus resources
- * Campus services
- * Campus accessibility
- * Type of campus (resident versus commuter)
- * The "campus attitude toward disability"
- * Number of disabled students and types of disability
- * Institutional mission
- * Institution's immediate community
- * The campus commitment to normalization and mainstreaming of people who are disabled
- * Interpretation and implementation of Section 504 of the Rehabilitation Act of 1973

The factors cited above will be among those that influence the emergence of Model A, B, C, or D on individual campuses.

Recreation Activities and Facilities Offered

The range of recreational activities, instruction and opportunities being offered on these selected campuses is broad. Some campuses may offer as many as 25 special recreation activities for hearing, physically and visually impaired. Hearing impaired are involved in self defense, swimming and weight lifting. Physically impaired are involved in sports, mountain climbing and rafting. Visually impaired are involved in bicycling, horseback riding and riflery.

A compilation of recreation activities offered to disabled students follows. It is presented as a checklist which can be used by campus personnel interested in reviewing the recreation activities they offer disabled students. A second list of typical campus recreation facilities is presented for use in reviewing campus accessibility.

Campus Recreation

Activities Provided in Which Disabled Students Participate

Archery	Mountain Climbing
Arm Wrestling	Nature Recreation
Arts and Crafts	Performing Arts Attendance
Badminton	Rafting
Baseball	Raquetball/Squash
Basketball	Recreation Counseling
Bicycling	Recreation Orientation
Billiards	Riflery
Bowling	Rodeo
Bowling League	Running
Camping	Sailing
Casting	Scuba Diving
Canoeing	Self Defense
Games	Skiing
Clubs	Squash
Croquet	Skeet Shooting
Dancing	Soccer
Dramatics	Social Recreation
Fencing	Softball
Fitness	Square Dancing
Football	Swimming
Frisbee Football	Table Tennis
Golf	Tennis
Hiking	Travel/Trips
Horseback Riding	Track and Field
Horseshoes	Volleyball
Hockey	Weight Lifting
Ice Skating	Weight Training
Jogging	Wrestling
Judo	

Campus Recreation

Facilities in Which Disabled Students Participate

Art Museum/Center
Bowling Alley
Campus Museums
Cinema
Crafts Center
Concert Hall
Courts - Indoor
Courts - Outdoor
Game Rooms
Field House
Gymnasium
Recreation Centers
Stadium
Student Union
Swimming Pool
Theater

"The Day I Observed"

Observing a bowling activity for wheelchair bound students one campus coordinator of handicapped student services commented as follows:

"The day I observed the activity (I saw) a mounting enthusiasm, a growing confidence in their own abilities, a stunning realization that they could take in some activities of their own able-bodied peers...."

No Need for Special Recreation

One of the coordinators of services for the handicapped who responded to the survey said that there is a need for special recreation services to meet the recreation needs of disabled students. However, two respondents or six per cent, stated the opposite opinion as follows:

"They (the handicapped students) are offered exactly the same services as all other students and we see no reason at this time for any special program (in recreation). In view of the small number of disabled students in attendance at this time and the fact that we have no evident problems in any of these areas, we are satisfied that these students are well provided for through our regular student programs."

Another said:

"Disabled students appear to participate according to their individual interests and abilities when the facilities and programs are accessible."

Service Inadequate

Another coordinator stated:

"I feel recreation for handicapped students is very inadequate. I think that this will change when the disabled request recreational services."

Emphasis on Mainstreaming

One administrator has stated:

"A handicapped individual is a complete individual, in spite of his or her physical problem. We are strengthening this sense of self by creating an accessible and usable environment. Our emphasis is on mainstreaming -- to minimize the special treatment, separatist attitudes and special considerations."

The Last Area to Receive Attention

One campus coordinator of disabled student services reported the following:

"Adapted recreation and physical educational activities have not long been available to disabled students and most have traditionally been exempted from physical education requirements. Because of this, participation in recreation and physical education activities is a new concept for most, and they have not personally considered its possibility or feasibility. Since handicapped students have not widely used the services available or sought additional ones, this has been one of the last areas to receive attention at our school."

Students Must Be Assertive

Another coordinator states the following:

"Disabled students must assume an assertive role in fostering the development of recreation programs and recreation activities."

For the Future

Regarding the future a campus coordinator for handicapped students said:

"...colleges and universities...need to take a more active stance in publicizing the availability of recreation programs. We also need to reaffirm our commitment to assist those who are interested in taking part, in whatever way seems feasible to the person with a disability. To begin this vow (if not already begun) is important for the future, a future which will find continually increasing numbers of disabled persons enrolled in post-secondary institutions."

Visual Impairment Should Be No Barrier

In recreation people should do what they want to do. Disability should be no barrier. Non-disabled people assume that blind should not or will not want to go to the movies, to ski, to play golf, to paint or to do a hundred other activities that seem highly correlated with the ability to see. However, blind do attend movies, do ski, do play golf, do paint and do a hundred things where in one way or another a creative adaptation is made to or for the visual impairment. It should be noted that visual impairment is not an absolute single condition. The degree of visual impairment varies as much as height or body contours and this is taken into account in adaptation.

Physical Impairment Requires Adaptation

Adopting the attitudes of 40, 50 and 100 years ago, it is reasonable to presume that people who are physically impaired would not want to play basketball, to dance, to ride horseback, to raft, to participate in track and field, or to lift weights. But, in the 1980s it is general common knowledge that people who use wheelchairs because of paraplegia, quadriplegia and other disabilities, do each of these activities, do them well, do them not only for their own entertainment, but for the entertainment and admiration of spectators, as well. What is required in every case is creative adaptation.

Personnel

There is a wide range in the approach to special campus recreation personnel and staffing. The range is from no personnel to a full time director, or part-time workers and/or all-volunteer. Campuses use students in practicum for academic programs in physical education and recreation.

A typical job description covers the following:

1. Scheduling and Coordination
2. Instruction
3. Interpretation of Rules
4. Individual Adaptation
5. Locating Accessible Facilities
6. Management of Equipment
7. Supervision and Training of Personnel
8. On-Campus and Off-Campus Interpretation

Current Accessibility - What Status?

The information available at the present time suggest only the current status of accessibility to recreation related facilities. It is reasonable to conclude that most recreation facilities in most postsecondary institutions in the United States are not accessible to many categories of disabled students, faculty, staff, parents, guests and alumni. The key question is "what progress is being made month by month and year by year in increasing accessibility to physically impaired, visually impaired and hearing impaired?"

Comments About Recreation for Handicapped

The following comments were made by coordinators of campus services and programs for handicapped or by personnel involved in providing campus recreation opportunity for handicapped students.

Arizona State University's Adaptive Intramurals program at Arizona State University has a full time director, three half-time workers and a number of volunteers. The goal of the program is to offer "any activities that the student may want to participate in."

Boston University has hosted the Bay State Wheelchair Games three times and has found that the activities such as this increases "open-mindedness and an innovative spirit."

Bowling Green State University, Ohio, provides equipment including tandem bicycles for blind-sighted cycling pairs, reports Janet Scottbey, Director of Handicapped Services.

Cornell University, New York, offers special riding classes to handicapped students.

Memphis State University, Tennessee, provides transportation for students with mobility impairments to attend university sponsored events both on and off the campus. All regular physical education classes are open to students but "most choose archery, bowling, swimming, recreational games and weight training. Most choose to take these courses under our adapted activity program which allows them to be integrated into a regular class and be graded in accordance with their level of ability...." Memphis State University plans to purchase a swimming pool lift and sports model wheelchairs which provide additional accessibility.

Mott Community College, Michigan, had a student in a wheelchair who won the campus chess tournament and a deaf student won the arm wrestling tournament in his class. The college sponsored Flint, Michigan's "Handicapped Awareness Week" with students leading in planning, performing dramatics, making videotapes, leading discussion groups, distributing posters, etc.

State University of New York at Buffalo provides recreation counseling to disabled students through the faculty of the Department of Recreation, Athletics and Related Instruction.

University of California-Berkeley's BORD - Berkeley Outreach Recreation Program - supported jointly by the city of Berkeley and the University provides recreation services for disabled students including horseback riding and rafting for students who are quadriplegic, mountain climbing for students who are blind, sailing for students who have severe cerebral palsy and theater.

University of Georgia provides peer counseling through a "buddy system" for new handicapped students.

University of Houston's rationale for its special recreation program is as follows:

"Recreation is a need for all individuals. One should not be barred from participation in recreation programs because of his/her disability."

For swimming, bowling and game nights the University program offers adaptive equipment, special lessons as needed and partners or volunteers as needed, especially for the severely impaired. For arts and crafts, a "recreational assistant goes to the student's home to assist in any project that they desire. This is done because of the lack of accessible transportation to campus.

University of Kentucky is the headquarters of the National Wheelchair Basketball Association which includes a number of college-based teams among its 115 member teams in 21 conferences.

University of Massachusetts' services include obtaining interpreters for deaf for performing arts. The activities offered are based on student requests.

Western Michigan University's program includes skiing for the blind and volunteers who run with visually impaired joggers.

Wright State University, Ohio, provides opportunities for competitive activities such as Ohio Wheelchair Games, National Wheelchair Games, Cerebral Palsy Games and Wheelchair Basketball. Also, WSU provides mini-workshops on leisure-time activities, self-defense, amputee skiing, blind skiing, tennis, dance, equipment and community resources.

"Full Access"

Physical access is simply the first major barrier to be removed. "Physical access" relates directly to the needs of students with physical impairments. "Full access" addresses the need for access not just to buildings, but also access to programs and services. Full access also means confronting negative attitudes toward disability and people who are disabled. Full access also means providing access not just for physically handicapped students, but also to students who are hearing impaired, visually impaired, severely impaired or who have other health problems. No one act or project, no single event or activity can or will provide full access. Providing full access will require a constant, continuing, year-by-year incremental effort during the next decade, during the next quarter century. It will require our entire society's commitment and patience.

Recreation Education for Impaired Students

Impaired people of the 1980's and beyond, whether child, youth, adult or aged, must be able to advocate their own recreation needs, interests, desires and aspirations. Further, impaired people in the 1980's and beyond, must be skilled in recreation consumerism, i.e., be able to make qualitative and quantitative judgements on programs, services, facilities, personnel and products. The potential exists for disabled students on campuses today to obtain the advocacy and consumerism skills to make an appreciable impact on their communities tomorrow. "Recreation education" is a primary means of providing the needed recreation consumer and recreation advocate skills. Recreation education can take the form of classes, of individual recreation counseling, of group recreation counseling and field practice in recreation consumerism/advocacy.

10 Points to Consider

There are 10 areas that should be considered by any individual, unit or group interested in the recreation fulfillment of impaired college students.

1. The needs of hearing, physically and visually impaired students (as well as faculty, staff, alumni and guests) should be addressed through representation of impaired individuals on recreation (arts, entertainment, recreation, theater) boards, committees and councils.
2. Physical access should be provided to recreation facilities (art museums, concert halls, field houses, gymnasias, recreation centers, stadiums, etc.) for hearing, physically and visually impaired.
3. Recreation programs and services provided to non-impaired should be provided to hearing, physically and visually impaired on an equitable basis either through integration into regular activities, adaptation or activities and special activities.
4. Recreation skills courses should be provided to hearing, physically and visually impaired students through integration into regular classes, through individualized classes or through special classes for impaired students.
5. Recreation counseling should be provided on an individual and small group basis to hearing, physically and visually impaired students toward the goal of achieving a meaningful and satisfying recreation lifestyle during college and preparation for recreation fulfillment after college. Recreation counseling should deal with recreation philosophy, recreation skills, recreation resources and recreation habits.
6. Recreation education should be provided on a regular class basis meeting the needs of larger numbers of impaired students. The goals and content parallel that of recreation counseling.
7. A special recreation club, committee or advisory group should be established with the aim of providing an organized effort in special recreation consumerism and advocacy in behalf of impaired members of the campus community. The organization should be composed of hearing,

physically and visually impaired students as well as non-impaired students.

8. Special recreation personnel should be provided as follows:
 - a. Full time director (as possible)
 - b. Part time personnel (as possible)
 - c. Volunteers (faculty, students, staff, alumni, members of the community).

Further, full time college or university personnel employed in academic, staff and service roles should be encouraged to give attention to the needs of hearing, physically and visually impaired in their regular jobs.

9. Attention to recreation (including the arts, spectator sports, etc.) barriers, needs and desires should be included in the regular annual campus "Awareness Day", "Awareness Week", "National Employment of the Handicapped Week", etc.
10. There is a basic need in all areas of recreation (arts, performing arts, dance, drama, music; outdoor recreation, sports, social recreation, travel, volunteerism) to start advocating for the needs of people who are impaired. Volunteers, parents and professionals have simply forgotten to say "what about including the handicapped in this program." There is a pervasive need to advocate for participation of, by and for people who are impaired in one way or another. This need can be met.

Special Students in the 1980s

There is currently a significant increase in the number of disabled students attending institutions of higher learning and the number will increase during the 1980s. Without question substantial efforts are being made to provide these disabled students with full access and equal opportunity on the campus. This is an educational necessity and a political right. The provision of recreation and intramural services to disabled students is an integral part of achieving full access and equal opportunity.

Campus recreation has a unique opportunity to intervene through recreation service and recreation education to prepare disabled students to lead full recreational lives, and to be advocates in recreation for the handicapped.

Footnotes

(1)

Interview with Dr. Theodore F. Childs, July 7, 1979.

(2)

Gollay, Elinor and Alwina Bennett.

The College Guide for Students with Disabilities. A Detailed Directory of Higher Education Services, Programs, and Facilities Accessible to Handicapped Students in the United States.

Published by ABT Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138. 1976. 545 pp. (\$18.50, paper; \$12.00 to handicapped people and their families.)

(3)

Gollay, Elinor.

A Survey of Higher Education Facilities and Services for Students with Disabilities,

Published by ABT Associates, Inc., 55 Wheeler Street, Cambridge, Mass. 02138. 1977. 205 pp. Available from Handicapped Materials Distribution Center, c/o Audio-Visual Center, Indiana University, Bloomington, Indiana 47401.

(4)

Glazier, Ray and Doe West, Editors.

The College Guide for Students with Disabilities, 2nd Edition.

Published by ABT Books, 55 Wheeler Street, Cambridge, Mass. 02138.

Publication Planned for April 1980. The second edition of the College Guide will carry responses from an additional 300 post-secondary institutions bringing the total number of respondents to 800.

Resources and References

Michigan State University.

Affirmative Action Plan for Handicapped. Available from Office of Programs for Handicapped, W402 Library, Michigan State University, East Lansing, Michigan 48824 (517/353-9642), 1974. 2 pp.

U.S. President's Committee on Employment of the Handicapped.

Getting Through College with a Disability.

n.d., 64 pp.

Free from U.S. President's Committee on Employment of the Handicapped, Washington, D.C. 20210

Nesbitt, John A., Bill C. Snider and Sharon Van Meter

The Status of Special Campus Recreation and Disabled College Students.

Published by Special Recreation, Inc.,

362 Koser Avenue, Iowa City, Iowa 52240

1979. 50 pp.

Available at cost for photocopy, first class postage and handling, \$7.50.

U.S. Government.

Federal Register

42, May 4, 1977. "Rules and Regulations- non-discrimination on the basis of handicap --subpart E: Postsecondary education." Available from the Office of the Secretary of Health, Education and Welfare.

Information and Referral

Any reader interested in obtaining information about disabled students and campus recreation or related areas should first contact his or her own campus officer or unit serving disabled students. If no campus service exists then contact nearby colleges and universities. For general information and referral to specific colleges and universities, write to the Association on Handicapped Student Service Programs in Postsecondary Education, c/o Cindy Kolb, (President, AHSSPA), Counselor, Educational Rehabilitation Service, Wayne State University, 450 Mackenzie, Detroit, Michigan 48202; Telephone 313/577-3362. This organization currently has 300 members working on 60 college and university campuses. The Association meets annually and publishes a newsletter entitled, ALERT. Annual membership fees are \$25.00.

Campus Recreation and Disabled Students

Please return this questionnaire to : Ms. Sharon Van Meter, Coordinator
Services for the Handicapped
The University of Iowa
305 Calvin Hall
Iowa City, IA 52242
(319) 353-7170

Sent to: Selected Representative Members of the Association on Handicapped
Student Service Programs in Postsecondary Education

To Whom Sent: _____

Name

Respondent: _____

Name

Institution

Title

Does your college or university offer any special counseling, referral or information for disabled students regarding participation in or attendance at recreational activities such as fine arts, performing arts (dance, drama, music) sports, sports events?

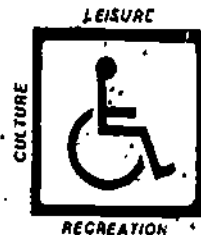
Does your intramural and/or recreation service offer any special services, programs, and/or personnel, etc. for recreation for students who are disabled?

Are students who are disabled included in your physical education classes and programs and what activities are offered?

What views do you or your service have about campus recreation and disabled students? Are disabled students participating? Are their recreation needs being met? What needs are not being met? What opinions do you have? What is the future to be like?

USE ADDITIONAL PAGES OR SHEETS TO WRITE ANSWERS AND SEND ANY REPRESENTATIVE INFORMATION THAT YOU MIGHT HAVE, SUCH AS BROCHURES, SCHEDULES, ACCESSIBILITY GUIDES, ETC.

THANK YOU!

THE LEISURE PROJECT

- L - Leisure and Recreation
- E - Education and Experiences for Handicapped Children and Youth
- I - Inservice Training for Professionals
- S - School and Community Liaison for Professionals and Parents
- U - University Preparation of M.A. Personnel in Therapeutic Recreation Service
- R - Research on the Delivery of Recreation Service
- E - Evaluation of Training, Liaison and Delivery of Service

The Project:

The LEISURE PROJECT serves the recreation needs of handicapped children and youth by providing:

1. Inservice training;
2. Preservice M.A. level training;
3. Continuing Education; and
4. School and Community Liaison.

The Sponsor:

Mr. William A. Hillman, Jr.
Project Officer, Division
of Personnel Preparation,
Bureau of Education for the
Handicapped, Office of
Education, U.S. Department
of Health, Education and
Welfare, Washington, D.C.
20012

The Implementor:

John A. Nesbitt, Ed.D.
Professor, Recreation
Education Program
and Project Director
THE LEISURE PROJECT
Rooms W610-W613 E Hall
The University of Iowa
Iowa City, Iowa 52242
(319/353-6808)

"Handicapped Children and Youth Have a Right to Recreation...
RECREATION IS A "Related Service" IN PUBLIC LAW 94-142."

Play, recreation and leisure are basic to the growth and development of every child and youth. Play, recreation and leisure are doubly important to the child or youth who is handicapped. Play, recreation and leisure are basic aspects of education in the American lifestyle. The child's play patterns and the youth's recreation patterns become the adult leisure lifestyle. First, normal play and recreation for handicapped children and youth is an essential aspect of educational mainstreaming. Second, play and recreation provide alternative means of enhancing cognitive, affective and motor development. Third, recreation education prepares the handicapped child or youth for an adulthood where recreation has meaning and provides fulfillment.

Public Law 94-142 provides for the provision of recreation as a related service. "Recreation includes: (i) Assessment of leisure functioning; (ii) Therapeutic recreation services; (iii) Recreation programs in schools and community agencies; and (iv) Leisure education."

The LEISURE PROJECT goals are to enhance the recreation functioning of the handicapped child or youth in school, in co-curricular and extra-curricular activities, after school, on weekends and holidays. The ultimate goal of the LEISURE PROJECT is to ensure that the recreation skills of the handicapped adult will provide a life of enjoyment, a life of equal opportunity in recreation, a normal life in recreation through mainstreaming and, whenever possible, support for the individual educational, rehabilitation or treatment program plan.

The LEISURE PROJECT provides:

- * Inservice Training for Professionals
- * Preservice Preparation for Professional Therapeutic Recreation Service Personnel at the Master of Arts Level
- * Continuing Education for Professional Therapeutic Recreation Service Personnel
- * School and Community Liaison with Professional and Parents
- * Technical Assistance for Professionals and Parents
- * Research and Evaluation on Delivery of Recreation Service, Training, etc.

For additional information See Reverse.

Materials Available through the ERIC Clearinghouse on Handicapped and Gifted Children

The following documents on play, recreation and leisure for handicapped children, youth and adults are available through the ERIC System. Check college and university libraries or contact ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Toll Free Telephone; 1-800/336-3728 or 703/620-3660).

New Concepts and New Processes in Special Recreation. 178 pp. ERIC ED 168-277.
Model Special Recreation Services. 498 pp. ERIC ED 168-278.
Papers on New Models of Community or Special Recreation for Handicapped. 338pp. ERIC ED 168-279.

Federal Funding for Special Recreation. 90 pp. ERIC ED 168-280.

Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals. 28 pp. ERIC ED 143-176.

Educating the Handicapped Child for Leisure Fulfillment. 139 pp. ERIC ED 154-593.

Special Recreation in Rural Areas. 193 pp. ERIC ED 168-281.

Newsletters of the National Institute. 211 pp. ERIC ED 168-282.

Information Sources on Special Recreation. 213 pp. ERIC ED 168-283.

Professional Advocacy at the National Level in Physical Education and Recreation for Handicapped Children, 1976-77. 81 pp. ERIC ED 168-285.

Play, Recreation and Leisure for People Who Are Deaf-Blind. 49 pp. ERIC ED 113-900.

Program Development in Recreation Service for the Deaf-Blind. 466 pp. ERIC ED 133-981.

Materials Available in East Hall, The University of Iowa

The following materials have been compiled in conjunction with THE LEISURE PROJECT and are available to professionals and parents for review.

* The above cited documents are available in the Reserve Reading Library of the Education-Psychology Library, East Hall, The University of Iowa. In addition to those titles, there are approximately 100 other articles and publications on recreation, therapeutic recreation and related subjects that may be reviewed. (Ask the librarian for the "NESBITT List for T.R. 104/228-229").

* There is a special "Recreation Related Reading List" of 100 titles that are available for review in the Curriculum Laboratory Library, East Hall, The University of Iowa. (Ask the Librarian for the "Recreation Related Reading List" which is kept in the Bibliographies Notebook.)

* There are 200 "LEISURE PROJECT Recent Acquisitions" available in the Seminar Room, Recreation Education Program, W615-616, East Hall. (Contact the Program Secretary, Mrs. Pat Hoback or LEISURE PROJECT Secretary, Mrs. Geri Bjork.)

For Information on Training, Liaison and Assistance Contact

John A. Nesbitt, Ed.D., Professor,
Recreation Education Program and
Project Director, THE LEISURE PROJECT
W612 East Hall
The University of Iowa
Iowa City, Iowa 52242
(Telephone: 319/353-6808)

27.



Recreation Education Program

(319) 353-4989

ANNOUNCING

Master of Arts in Recreation Education with
Special Concentration in Recreation for
Handicapped Children

The Recreation Education Program at the University of Iowa offers a Master of Arts in Recreation Education with Special Concentration in Service to Handicapped Children and Youth. Today only ten percent of the nation's 8,000,000 children and youth receive professional recreation services. The shortage of professionally prepared personnel to provide services is one of the major barriers to the development of Programs. This special concentration provides personnel with the necessary professional training.

The Special Concentration includes:

- * Graduate professional study in recreation education.
- * Special graduate courses in therapeutic recreation procedures and development.
- * Coursework in exceptional children and adapted physical education.
- * Thesis or research project in recreation for handicapped children and youth.

Campus resources include: UI Hospitals and Clinics, UI Activity Therapy Department, University Affiliated Program, University Hospital School, Wendell Johnson Speech and Hearing Center, UI Oakdale Campus (vocational rehabilitation and alcoholism), Iowa Security Medical Facility (corrections) and U.S. Veterans Administration Hospital.

This special program is made possible through a grant from the Bureau of Education for the Handicapped of the U.S. Office of Education. A limited number of BEH Graduate Assistantships are available for students having appropriate background.

To receive packets of information covering Graduate Study at the University of Iowa, the Master of Arts in Recreation Education, the Special Concentration in Recreation for Handicapped Children and the "Bureau of Education for the Handicapped Graduate Assistantship", write:

John A. Nesbitt, Ed.D., Project Director
"BEH Recreation for Handicapped Children Program"
Recreation Education Program
University of Iowa
Iowa City, Iowa 52242
Tel: 319/353-6808

Appendix D

Summary: SPECIAL RECREATION PROJECT

Project: SPECIAL RECREATION PROJECT

Inservice and preservice Training in Recreation for Handicapped Children and Youth

The SPECIAL RECREATION PROJECT will serve the basic aims of increasing or enhancing special recreation service delivery skills of professionals, volunteers and parents through a series of inservice training activities; and, the project will provide for the training of masters level students in therapeutic recreation services as well as the preparation of new training materials in recreation for handicapped.

Implementor

John A. Nesbitt, Professor
Recreation Education Program
University of Iowa
Iowa City, Iowa 52242
(Tel. 319/353-6808)

Sponsor

William A. Hillman, Jr., Project Officer
Division of Personnel Preparation
Bureau of Education for the Handicapped
Office of Education, U.S. Department of Health,
Education & Welfare, Washington, D.C. 20202

Functions: Provide Training for Recreation Service by Professionals, Students, Volunteers and Parents

1. Inservice: Severely Handicapped - Training for Professionals
 - a. Postsecondary Handicapped Students
 - b. Deaf-Blind Children and Youth
2. Inservice: General Special Education - Training for Professionals
 - a. General Special Education
 - b. International Professional
3. Preservice: Recreation-Masters Level Preparation for Students
 - a. Therapeutic Recreation Student Trainees
 - b. Therapeutic Recreation Student Trainees Oriented to Serving Minorities
 - c. Therapeutic Recreation Service Trainees Oriented to Handicapped Consumerism
4. Inservice: Vocational/Career Education - Training for Professionals
 - a. Vocational/Career Education
5. Inservice: Volunteers - Training for Volunteers and Parents
 - a. Volunteers
 - b. Parents

Inservice: In relation to providing inservice training, eight steps will be followed in working directly with professional organizations, voluntary health organizations, volunteer organizations, parent organizations and consumer organizations: 1. Planning Service, 2. Training Paper, 3. Training Service, 4. Study Group and Report, 5. Program Training Guide, 6. Future Training Paper, 7. Evaluation.

Preservice: In relation to providing inservice training the following activities will be performed. 1. Provision of special curriculum in therapeutic recreation service for handicapped children and youth. 2. Provision of student support for general students, for students oriented to minority service and for students oriented to handicapped consumerism. 3. Development and testing of new training materials in performance measurement, service to handicapped minorities and poor, service to deaf-blind, federal assistance, community recreation for handicapped, recreation for handicapped in rural areas, curriculum development in recreation for handicapped and advanced administrative competencies in therapeutic recreation administration.

Special Recreation, Inc.

362 Koser Avenue
Iowa City, Iowa 52240

SPECIAL RECREATION, INC. is a national, non-profit organization dedicated to serving the recreation rights, needs and aspirations of people who are handicapped. It was incorporated in Iowa City, Iowa in 1978 by a group of handicapped consumers, advocates and parents.

The purposes of SPECIAL RECREATION, INC. are to support, encourage and promote self-determination in recreation for people who are handicapped, to promote a national philosophy in support of special recreation, to assist in the formation of local and state groups in and for special recreation, to assist organizations in the development of special recreation programs, to conduct research and training in special recreation and to carry on to other related activities that serve to advance special recreation for people who are handicapped.

SPECIAL

S is for Special People
P is for Pride in Achievement through Recreation
E is for Equal Opportunity in Recreation for Handicapped
C is for Consumerism for Handicapped in Recreation
I is for Independence for Handicapped in Recreation
A is for Access to Recreation for Handicapped
L is for Laws and Legislation for Recreation for Handicapped

RECREATION

R is for Recreation's Mediums and Rewards
E is for Employment of Handicapped in Recreation
C is for Community Support for Recreation for Handicapped
R is for Rehabilitative Benefits from Recreation
E is for Education for Recreation Fulfillment
A is for Assistance for Local Programs for Special Recreation
T is for Transportation for Recreation for Handicapped
I is for Inter-Agency Cooperation for Special Recreation
O is for Outdoor Recreation for Handicapped.
N is for National Agencies Support for Special Recreation

SPECIAL RECREATION, INC. encourages local special recreation advocates to fortify the handicapped person's conviction and motivation to achieve recreation fulfillment, to serve as volunteers in recreation programs and activities, to encourage community goodwill and support for special recreation and to promote full access to recreation opportunity by working to remove architectural barriers, transportation barriers; program and service barriers, and attitudinal barriers.

For information on activities and materials write, SPECIAL RECREATION, INC. 362 Koser Avenue, Iowa City, Iowa 52240. Allow six weeks for response.

Contributions to Special Recreation, Inc. are tax deductible.

Recent Publications on Special Recreation for Handicapped

Bane, David C., Larry S. Ford and Shirley Lebew.

Wait No Longer

Report of the First National Conference on Special Recreation for Handicapped. Wood County, West Virginia, Wood County Park and Recreation Commission, 1979. 66 pp. and appendices. Available from IRUC, American Association for Health, Physical Education and Dance, 1201 16th Street, N.W., Washington, D.C. 20036.

Fay, Frederick A., and Janet Minch.

Access to Recreation

A Report on the National Hearing on Recreation for Handicapped Persons. Washington, D.C., Available from the Office of Human Development, Rehabilitation Services Administration of the U.S. Department of Health, Education and Welfare. No. date. 66 pp.

National Center for Law and the Handicapped.

"Reaching for New Heights in Recreation for Handicapped People"

Special Issue of Amicus, Vol. 3, No. 3, May-June 1978. Available from the National Center for Law and the Handicapped, Inc., 1235 North Eddy Street, South Bend, Indiana.

National Park Service.

"Trends in Serving Handicapped People"

Trends, Spring, Volume 15, Number 2, 1978. 48 pp. Available from the National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia.

#1 New Concepts and New Processes in Special Recreation. ED 168-277 (178pp).

#2 Model Special Recreation Services. ED 168-278 (498pp.)

#3 Papers on New Models of Community or Special Recreation for Handicapped. ED 168-279 (338pp.)

#4 Federal Funding for Special Recreation. ED 168-280 (90pp.)

#5 Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals. ED 143-176 (28pp.)

#6 Educating the Handicapped Child for Leisure Fulfillment. ED 154-593 (139pp.)

#7 Special Recreation in Rural Areas. ED 168-281 (193pp.)

#8 Newsletters of the National Institute. ED 168-282 (211pp.)

#9 Information Sources on Special Recreation. ED 168-283. (213pp)

These nine reports are available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

Nesbitt, John A.

"The 1980's - Recreation A Reality for All"

Education Unlimited.

Vol. 1, Number 2, June 1979, p. 12-19.

Available from the Educational Resources Center, 1834 Meetinghouse Road, Boothwyn, Pennsylvania 19061.

Office of Handicapped Individuals.

Recreation and Leisure for Handicapped Individuals: Resource Guide on Information Resources, Funding Guide and Publications Available from Federal Sources.

Available from the Office of Handicapped Individuals, Office of Human Development, U.S. Department of Health, Education and Welfare, April 1979, 94 pp. DHEW Publication No. (OHDS) 79-22004.



1847

Recreation Education Program

(319) 353-4989

Dear Colleague:

Thank you for your recent request for information and materials.

In general, the various projects and activities that we have conducted have provided for one general mailing of materials to primary information services such as national associations, national information centers, university projects and libraries. Only a limited number of copies of materials have been available to mail directly to individuals. Resources simply have not allowed us to be able to provide continuing information services in the form of providing materials on request. Our supplies are exhausted.

We are pleased that the materials have been selected by the ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 22091 (703/620-3660).

You will find enclosed ERIC abstracts that describe one or more of the documents in which you have expressed an interest. You may use the enclosed ERIC form in ordering materials. Please note that costs of these documents have changed since the time that the original abstract was written. Please note also that these materials are available through libraries and information centers that have ERIC information and materials.

Again, thank you for your interest. We hope that the ERIC system adequately meets your request.

Very best wishes.

Sincerely,

John A. Nesbitt, Professor
Recreation Education Program

encl: 1. ERIC instruction letter
2. Abstracts

The National Institute

The *National Institute on New Models of Community-Based Recreation and Leisure Programs and Services for Handicapped Children and Youth*, conducted through the Recreation Education Program of The University of Iowa, was funded by the U.S. Bureau of Education for the Handicapped. The Project Director and Project Officer were, respectively, Dr. John A. Nesbitt, Professor, Recreation Education Program, The University of Iowa, Iowa City, Iowa; and Mr. William A. Hillman, Jr., Specialist in Physical Education and Recreation, U.S. Bureau of Education for the Handicapped, Washington, D.C.

From 1975 to 1978 the National Institute provided:

- Nationwide research and study on some 100 local community recreation for handicapped programs.
- Nationwide training in community or special recreation for handicapped for 3,250 personnel involved in recreation and park service from 48 states at 40 inservice training sessions.
- Preparation of training guides and materials as follows:
 - # 1 *New Concepts and New Processes in Special Recreation*
 - # 2 *Model Special Recreation Services*
 - # 3 *Papers on New Models of Community or Special Recreation for Handicapped*
 - # 4 *Federal Funding for Special Recreation*
 - # 5 *Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals*
 - # 6 *Educating the Handicapped Child for Leisure Fulfillment*
 - # 7 *Special Recreation in Rural Areas*
 - # 8 *Newsletters of the National Institute*
 - # 9 *Information Sources on Special Recreation*
 - # 10 *Report of the National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth*

Project Identification

The information reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. Continuation number GOO: 7-50-1219.

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Reports in <i>Resources in Education</i> for 1975	1,598.32
Reports in <i>Resources in Education</i> for 1976	1,671.92
Reports in <i>Resources in Education</i> for 1977	1,592.88
Reports in <i>Resources in Education</i> for 1978	1,655.12
Reports in <i>Resources in Education</i> for 1979 (Estimated)	1,750.00

AIM/ARM MICROFICHE COLLECTIONS (postage extra)	\$0.158/fiche
CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra)	\$0.162/fiche
SPECIAL COLLECTIONS (postage extra)	\$0.122/fiche

<i>Office of Education Research Reports 1956-65</i>	\$ 404.43
<i>Pacesetters in Innovation, Fiscal Year 1966</i>	144.57
<i>Pacesetters in Innovation, Fiscal Year 1967</i>	175.31
<i>Pacesetters in Innovation, Fiscal Year 1968</i>	112.12
<i>Selected Documents on the Disadvantaged</i>	334.28
<i>Selected Documents in Higher Education</i>	153.48
<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i>	79.67
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	44.41
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	57.71
<i>Information Analysis Products Bibliography 1975-1977</i>	98.50

Abstracts

National Institute on Special Recreation Reports

New Concepts and New Processes in Special Recreation. Institute Report #1.
Model Special Recreation Services. Institute Report #2.
Papers on New Models of Community Recreation for Handicapped. Institute Report #3.
Federal Funding for Special Recreation. Institute Report #4.
Leisure Fulfillment for Handicapped and the White House Conference on Handicapped Individuals, Part I - The Conference. Institute Report #5.
Educating the Handicapped Child for Leisure Fulfillment. Institute Report #6.
Special Recreation in Rural Areas. Institute Report #7.
Newsletters of the National Institute. Institute Report #8.
Information Sources on Special Recreation. Institute Report #9.
National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth. Final Report. Institute Report #10.

National Institute on Recreation for Deaf-Blind Reports

Program Development in Recreation Service for the Deaf-Blind.
Play, Recreation and Leisure for People Who Are Deaf-Blind.

Recreation for Disadvantaged

Recreation and Leisure Service for the Disadvantaged: Guidelines to Program Development and Related Readings.
Professional Advocacy at the National Level in Physical Education and Recreation for Handicapped Children.

Model Programs

Recreation Programs for the Handicapped (Miami, Florida).
Berkeley Outreach Recreation Program (Berkeley, California).
ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) (Hempstead, New York).
Nassau County Department of Recreation and Parks (New York, Nassau County).
King County Division of Parks and Recreation (Washington, King County).
Avocational Counseling for the Elderly (Milwaukee, Wisconsin).
Leisure Services (Plainwell, Michigan).
Recreation Service Handicapped, Inc. (Memphis, Tennessee).
Los Angeles County Parks and Recreation (Los Angeles, California).
Maine-Niles Association of Special Recreation (Skokie, Illinois).
Recreation Services for the Handicapped (Baltimore, Maryland).

ED 168-277 EC 114 401

Nesbitt, John A.

New Concepts and New Processes in Special

Recreation, Institute Report #1. National
Institute on New Models of Community Based
Recreation and Leisure Programs and Services
for Handicapped Children and Youth

Iowa Univ., Iowa City. Recreation Education
Program

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date 78

Grant--G007501219

Note-178p: For related information, see ED
132, 793-803; ED 143-176; ED 154-593 and
EC 114 401-409. Best copy available

Pub. Type-Reports-General (140)

EDRS Price-MF01/PC08 Plus Postage

Descriptors-Community Services, Delivery
Systems, Handicapped, *Handicapped Children,
*Leisure Time, Program Development, *Recreation,
*Recreation Programs, *Reports.

One of nine volumes in a series on recreation
for the handicapped, the report examines
new concepts and processes in special recreation.
Among 10 topics considered are the
following: goals of community recreation
for the handicapped; delivery system;
guidelines for management and development;
local community leadership; planning, cooperation
and coordination; advocacy for
community recreation; recreation rights and
responsibilities of people who are handicapped
and 10-year goals for community or special
recreation for the handicapped. A third
section reviews results of a national survey
of community recreation and leisure services
involving 31,306 handicapped persons. A
final section lists recreation and park departments
that have provided pioneer opportunity
recreation for the handicapped (CL)

ED 168-278

EC 114 402

Nesbitt, John A., Comp.

Model Special Recreation Services. Institute
Report #2. National Institute on New Models
of Community-Based Recreation and Leisure
Programs and Services for Handicapped Child-
ren and Youth.

Iowa Univ., Iowa City. Recreation Education
Program

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date-78

Grant-G007501219

Note- 498p: For related information see ED
132, 793-803; ED 143-176; ED 154-593; EC
114 401-409; Best copy available

Pub. Type-Reports-Descriptive(141)

EDRS Price-MF02/PC20 Plus Postage.

Descriptors-Community Programs, Community
Services, Demonstration Program, Handi-
capped, *Handicapped Children, *Recreation,
Recreation Programs.

The second of nine reports (EC 114 401-409)
on community recreation for the handicapped
focuses on 18 model community-based programs.
An introductory section presents an overview
of information including philosophy, population,
program activity, consumerism, and interagency
coordination of the model program. Separate
descriptions of the 18 programs are provided,
including the National Wheelchair Basketball
Association Model, the Berkeley Outreach
Recreation Program Model, the Milwaukee
Avocational Counseling for the Elderly Model,
the ANCHOR (Answering the Needs of Children
with Handicaps through Organized Recreation)
Model, and the Hartford Socio-Recreation
Program for the Cerebral Palsy and/or Multiply
Handicapped Individual Model. (CL)

ED 168-279

EC 114 403

Nesbitt, John A. Ed.

Papers on New Models of Community Recreation
for Handicapped. Institute Report #3.

National Institute on New Models of Commu-
nity Based Recreation and Leisure Programs
and Services for Handicapped Children and
Youth.

Iowa Univ., Iowa City. Recreation Education
Program

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date-78

Grant-G007501219

Note-338pp: For related information see ED

132 793-803; ED 143-176; ED 154-593; EC

114 401-409; Best copy available

Pub. Type-Collected Works-General (020)

EDRS Price-MF01-PC14 Plus Postage

Descriptors-Architectural barriers, Attitudes,
*Community Programs, Costs, Cultural Activi-
ties, Employment, Handicapped, *Handicapped
Children, Identification, *Leisure Time,
Models, Program Administration, Recreation,
*Recreational Program, Transportation.

Fifty seven papers on new models of community
recreation for the handicapped comprise the
third report in the series (EC 114 401-409).
Papers deal with the following topics
(sample subtopics in parentheses): admini-
stration (management by objectives); advocacy;
access and equipment (outdoor playground
equipment); attitudes; barriers (or analysis
of Kentucky State Resort Parks); commercial
recreation, community organization; consumer-
ism; culture and the arts (cultural festivals;
education models (implications of P.L. 94-142
for recreation); employment; evaluation; fund-
ing; identifying the handicapped; insurance;
leisure counseling; leisure education; liter-
ature; models (a program for deaf-blind per-
sons); program (scouting); research; state
models; training; and transportation. (CL)

ED 168-280

EC 114 404

Nesbitt John A.

Federal Funding for Special Recreation.

Institute Report #4. National Institute
on New Models of Community Based Recreation
and Leisure Programs and Services for
Handicapped Children and Youth.

Iowa Univ., Iowa City. Recreation Education
Program

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE). Washington, D.C.

Pub. Date-78

Grant-G007501219

Note-90p: For related information see ED
132 793-803; ED 143-176; ED 154-593; EC
114 401-409; Best copy available

Pub. Type-Reports-General(110)

EDRS Price-MF01/PC04 Plus Postage

Descriptors-Community Program. *Federal Aid,
*Federal Program, *Financial Support, Hand-
icapped, *Handicapped Children, *Recreation,
Reports, *State Federal Aid.

The fourth of nine documents on community based
recreation for handicapped persons (EC114
401-409) examines federal funding for special
recreation. The first section reviews func-
tions of assistance in the federal budget,
scope of federal programs, and barriers to
receiving funds. Three major problem areas
(lack of funds for provision of local
services, lack of Federal/State support
programs and services and lack of "purchase
of service" status with health and rehabili-
tation agencies) are identified. Options for
federal and federal-state support and funding
are discussed, primary and secondary Federal
and Federal-State programs are listed and
detailed program information is included
from the Federal Assistance for Programs
Service the Handicapped catalog. The rep-
ort closes with information on funding and
related resources (CL).

40

ED 143-176.

EC 101 856

Nesbitt, John A.

Leisure Fulfillment for Handicapped and the
White House Conference of Handicapped
Individuals, Part I-The Conference.
Institute Report #5.

Iowa Univ., Iowa City. Recreation Education
Program

Pub. Date-77

Note-28p

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors-*Civil Liberties, Conference

Reports, Employment Opportunities, Handi-
capped, *Legislation, Leisure Time, *Recre-
ation

Presented is the final report outlining the
proceedings of the White House Conference
on Handicapped Individuals. Excerpts from
a speech by President Carter are provided
and conference activities in such areas as
leisure and the arts, civil rights and legis-
lation are reviewed. Appended are remarks
made by Secretary Joseph A. Califano, a fact
sheet on federal equal employment opportunity
requirements for hiring and promoting the
handicapped, the Bureau of Outdoor Recreation
handicapped resolution, resolutions made
during open forum sessions, and the resolu-
tion adopted by the dissident group (SBH)

ED 154-593

EC 110 484

Nesbitt, John A.

Educating the Handicapped Child for Leisure
Fulfillment. Institute Report #6. National
Institute on Community Recreation for the
Handicapped. Revised Edition.

Iowa Univ., Iowa City. Recreation Education
Program.

Spons. Agency-Office of Education (DHEW)
Washington, D.C.

Pub. Date-78

Grant-G007501219

Note-139p.: Parts may be marginally legible
due to print quality.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors-Elementary Secondary Education,
Federal Legislation, *Handicapped Child-
ren, Historical Reviews, *Leisure Time,
Program Development, Program Planning,
*Recreation, Recreational Activities.

Identifiers-*Education for All Handicapped
Children Act

The report presents a rationale and goals
for leisure services to the handicapped
and discusses elements in model state and
local implementation of leisure program-
ming related to P.L. 94-142, the Education
for All Handicapped Children Act. A hist-
orical review of recreation program devel-
opment is provided along with a considera-
tion of the current status and needs in
leisure for the handicapped. Benefits of
leisure participation are listed, 12 models
for program development (including consumer
leisure competency models and community
service models) are described, and national
activities are discussed. A major section
of the report contains an interpretation
of the rules and regulations of P.L. 94-142.
Other topics addressed include leisure assess-
ment and planning, recreation programming,
leisure education, leisure counseling, and
personnel resources. (CL)

Nesbitt, John A. Comp. Seymour, Clifford T. Comp.

Special Recreation in Rural Areas, Institute Report #7, National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth.

Iowa Univ., Iowa City. Recreation Education Program.

Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub. Date-78

Grant-G007501219

Note-193p. For related information, see ED 132 793-803; ED 143-176; ED 154-593; EC 114 401-409; Best copy available.

Pub. Type-Collected Works-General (020)

EDRS Price-MF01/PC08 Plus Postage

Descriptors-*Community Programs, Handicapped, *Handicapped Children, Leisure Time, *Recreation, Recreational Programs, *Rural Areas.

The seventh of nine volumes (EC 114 401-409) on recreation for the handicapped examines special recreation in rural areas. The following 11 papers are included: "Recreational, Cultural and Leisure Services for the Handicapped in Rural Communities in Iowa" (D. Szymanski); "Recreation for Handicapped in Rural Communities" (J. Nesbitt); "Programming for the Handicapped" (R. Lantz); "A Review of Direct Federal Assistance for Local Programs for Leisure Opportunity for the Handicapped" (R. MacNeill); "Report on Second National Conference on Rural America" (T. Hoffman); "Travel Report on Informal Survey of the Status of Recreation for the Handicapped in Buchanan County" (T. Hoffman); "Recreation, Cultural and Leisure Services for the Handicapped in Rural Communities" (J. Nesbitt and C. Seymour); "Handicapped Children, Outdoor Education and Recreation at Camp Singing Waters" (G. Burton); "Programming for the Handicapped in Rural Populations in the State of Missouri" (G. Hitzhusen); "A Project to Develop a Checklist for County Cooperative Extension Service in Iowa of Possible Services in Recreation for Handicapped Based on a Survey of Selected Extension Service Personnel" (T. Hoffman); and "The Rural Cooperative Leisure Service Model" (J. Root, C. Stensrud, G. Quiring). (CL)

ED 168-282 EC 114 406

Nesbitt, John A. Comp. And Others
Newsletters of the National Institute.

Institute Report #8. National Institute
on New Models of Community Based Recreation and Leisure Programs and Services
for Handicapped Children and Youth.
Iowa Univ., Iowa City. Recreation Education
Program

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date-78

Grant-G007501219.

Note-211p; For related information, see ED
132 793-803; ED 143-176; ED 154-593; EC
114 401-409; Best copy available

Pub. Type-Collected Works-Serials (022)

EDRS Price-MF01/PC09 Plus Postage

Descriptors-*Community Programs, Handi-
capped, *Handicapped Children, *Recreation.

The eighth of nine volumes (EC 114 401-409)
contains nine newsletters and sample
information materials from the National
Institute on New Models for Community
Recreation and Leisure Programs for
Handicapped Children and Youth. News-
letters focus on regional meetings and
issues such as the recreation implica-
tions of P.L. 94-142, the Education for
All Handicapped Children Act. Among
additional information included in the
report are sample press releases,
meeting announcements, and materials
request forms. (CL)

ED 168-283 EC 114 407
Nesbitt, John A. Comp. Bjork, Geri M.
Comp.
Information Sources on Special Recreation. Institute Report #9. National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth.
Iowa Univ., Iowa City. Recreation Education Program.
Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub. Date-78
Grant-G007501219
Note-213p.; For related information see ED 132 793-803; ED 143-176; ED 154-593; EC 114-401-409; Best copy available.
Pub. Type-Reference Materials-Directories-Catalogs. (132)
EDRS Price-MF01/PC09 Plus Postage.
Descriptors-*Community Programs, *Handicapped Children, *Information Sources, *Recreation, *Resource Guides, *Resources.
The ninth in a series (EC 114 401-409) of reports on community recreation for the handicapped presents descriptions of information sources on special recreation. Among the organizations covered are the American Alliance for Health, Physical Education and Recreation; Boy Scouts of America; Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped; The Joseph P. Kennedy, Jr. Foundation; National Arts and The Handicapped Information Service; National Center for a Barrier Free Environment; and the Council for Exceptional Children. (CL)

ED 168-284 EC 114 408
Nesbitt, John A., Comp.
National Institute on New Models of
Community Based Recreation and
Leisure Programs and Services for
Handicapped Children and Youth. Final
Report. Institute Report #10.
Iowa Univ., Iowa City, Recreation Education
Program
Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub. Date-78
Grant-G))7501219
Note-157p.; For related information, see ED
132 793-803; ED 143-176; ED 154-593; EC
114 401-409; Best copy available
Pub. Type-Reports-Descriptive (141)
EDRS Price-MF01/PC07 Plus Postage
Descriptors-*Community Programs, Handi-
capped, *Handicapped Children, *Leisure
Time, *Program Evaluation, *Recreation.
The final report of the project on commun-
ity based recreation for the handicapped
details training activities, materials and
evaluation findings. A chart lists approx-
imately 40 primary training activities with
information on date and location, faculty
resource person, number attending, number
of requests, and number of evaluations.
The primary materials produced by the
project are summarized and distribution
procedures reviewed. The evaluation section
includes mean ratings for 13 criteria at
26 institutes and general comments from
participants. Five conclusions and recom-
mendations are presented, including the
existence of such new models for recreation
services as consumer, advocate, commercial,
and creative and performing arts models.
(CL)

Nesbitt, John A., Ed. Howard, Gordon K., Ed.
 Program Development in Recreation Service for
 the Deaf-Blind. Based on Papers and Pro-
 ceedings of National Institute on Program
 Development and Training in Recreation for
 Deaf-Blind Children, Youth and Adults (Iowa
 City, Iowa, April 29-May 1, 1974).

Iowa Univ., Iowa City, Coll. of Liberal Arts.

Spons. Agency-Bureau of Education for the
 Handicapped (DHEW/OE), Washington, D.C.

Bureau No-H314241

Pub. Date May 74

Grant-OEG-O-73-6143

Note-466 p.

Available from-Recreation Education Program,
 College of Liberal Arts, University of Iowa,
 Iowa City, Iowa 52242

EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage

Descriptors-Administration, Child Advocacy,

*Conference Reports, Deaf Blind, Exceptional
 Child Education, Exceptional Child Services,

Motor Development, *Multiply Handicapped;

*Physical Activities, *Program Descriptions,

*Recreation, Resource Guides, Student Evalua-
 tion

Presented are papers and proceedings of the
 National Institute on Program Development
 and Training in Recreation for Deaf-Blind
 Children, Youth and Adults (Iowa, 1974).

Chapters 1-3 summarize institute partici-
 pants' views on topics such as normalization,
 needs, and advocacy for the deaf-blind (DB);
 report a consumer's, a parent's, a rehabili-
 tation worker's, and a recreation worker's
 perspectives on recreation for the DB; and
 include overviews and a national survey of
 recreation services for the DB. Chapter 4
 focuses on programs and includes basic con-
 cepts and definitions, papers on residential
 programs and play facilities, and specific
 program descriptions in areas such as music,
 camping, and gardening. Activity areas such
 as swimming, arts and crafts and outdoor edu-
 cation, and the development and evaluation of
 motor skills for the DB are covered in Chapters
 5 and 6. Examined in Chapter 7 are assessment,
 evaluation, and research in recreation for
 the DB. In chapters 8-11 leisure education,
 special considerations, advocacy (including
 organizational and parent advocacy) and
 administration of recreation programs for the
 DB are explored. A final chapter identifies
 resources and includes features of 19 selected
 DB model program sites, a review of the litera-
 ture, lists of materials, and a guide to
 information sources. Appended is information
 on institute personnel, materials and
 instruments. (LS)

ED 133 981 EC 092 991

Nesbitt, John A., Ed.

Play, Recreation and Leisure for People Who Are Deaf Blind.

Iowa Univ., Iowa City. Recreation Education Program.

Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No-31-4241

Pub. Date Apr. 75

Grant-OEG-0-73-6143

Note-49 p. Based on papers and proceedings of:
National Institute on Program Development
and Training in Recreation for Deaf-Blind
Children, Youth and Adults (University of
Iowa, April 29-May 1, 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Athletics, Camping, *Deaf Blind,
Exceptional Child Services, Games, *Leisure
Time, *Play, Playground Activities, Play
Therapy, *Recreation, Recreational
Activities, Rehabilitation Counseling,
*Resource Guides, Severely Handicapped

Identifiers-Advocacy, Parent Resources

Based on position papers and proceedings of
the National Institute on Program Develop-
ment and Training in Recreation for Deaf-
Blind Children, Youth, and Adults, the
document presents approximately 50 brief
articles for use by parents, teachers,
rehabilitation personnel, and therapeutic
recreation personnel. Sections cover the
following topics (sample article topics in
parentheses): perspectives on recreation
(suggestions for activities and games);
play, recreation and leisure (arts and
crafts, camping, and sports); leisure
education (role of the school); special
considerations in recreation (problems
and issues); consumerism and advocacy for
recreation (strategies for advocacy);
evaluation in recreation (evaluation of
motor skills); guidelines on recreation
(recreation's contribution to rehabilita-
tion and education); administration of
recreation (coordinating development of
services); and sources of information and
assistance (regional centers, and informa-
tion and research centers). Included is a
listing of contributors with brief back-
ground sketches. (IM)

ED 068-607 UD 012 977
Nesbitt, John A., Ed. And Others
Recreation and Leisure Service for the
Disadvantaged: Guidelines to Program
Development and Related Readings.
Health Education, Physical Education,
and Recreation Series.

Pub. Date-70

Note-593p.

Available from-Lea and Febiger, 600 S.
Washington Square, Philadelphia, Pa.
19105

Document Not Available from EDRS.

Descriptors-Community Involvement, *Disad-
vantaged Groups, Economic Disadvantage-
ment, Employment Potential, Federal Pro-
grams, Financial Needs, *Leisure Time,
Program Administration, Program Develop-
ment, Program Evaluation, *Recreational
Activities, *Recreational Facilities,
*Recreational Programs, Recreation
Legislation, Research Projects, Social
Factors.

This book proposes the approach that, re-
gardless of the present turmoil, regard-
less of technology and other social consid-
erations, there is a fundamental inequity
in the availability of cultural, recreation-
al, and leisure experience that men of good-
will abhor. Seeing beyond hostile rhetoric,
the book seeks to search out the foundations
within the American recreation and leisure
movement of a direct concern for the disad-
vantaged, to codify traditional and new
concepts and procedures in recreation and
leisure service for the disadvantaged in the
form of guidelines to program development-
these guidelines appearing at the beginning
of each chapter in the book, and to identify
the most relevant knowledge and experience
on various aspects of recreation and leisure
service for the disadvantaged. The latter
takes the form of related readings which
follow each set of guidelines-resulting in
basic conceptual and procedural information.
Specific sections focus on philosophical and
sociological considerations; the historical
perspective and precedent; contemporary
interpretations relating to recreation and
leisure for the disadvantaged; the organ-
ization and administration of recreation
and leisure service for the disadvantaged;
programming for the disadvantaged in recrea-
tion and leisure service; and employing the
disadvantaged in recreation and leisure service.
(Editors/RJ)

ED 168-285

EC 114 409

Nesbitt, John A.

Professional Advocacy at the National Level in Physical Education and Recreation for Handicapped Children. 1976-77 Report of the President of the National Consortium on Physical Education and Recreation for the Handicapped.

Iowa Univ., Iowa City, Recreation Education Program

Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub. Date-77

Grant-G007501219

Note-81p.; For related information, see ED 132 793-803; ED 143-176; ED 154-593; EC 114 401-409, Best copy available.

Pub. Type-Reports-Descriptive (141)

EDRS Price-MF01/PC04 Plus Postage.

Descriptors-*Child Advocacy, Handicapped, *Handicapped Children, *National Organizations, *Physical Education, *Recreation.

Identifiers-*NCPERH Program

The last in a series of reports (EC 114 401-409) on recreation for handicapped persons reviews the history and current role of the National Consortium on Physical Education and Recreation for the Handicapped (NCPERH), a national advocacy organization. Information on advocacy in the national scene covers such aspects as the White House Conference on Handicapped Individuals, the U.S. Senate Subcommittee on the Handicapped, the President's Commission on Olympic Sport, and the National Recreation and Park Association. Committees, officers and activities of NCPERH are described. The bulk of the document is composed of 10 appendices, including agendas of board meetings and conferences.

(CL)

ED 132 793 EC 092 362

Recreation Programs for the Handicapped.
Iowa Univ. Iowa City. Recreation Education
Program

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OEO. Washington, D.C.

Pub. Date 76

Note-31p: A project of the National Institute
on New Models for Community Based Recrea-
tion Programs and Services for Handicapped
Children and Youth (Miami, Florida): For re-
lated information, see EC092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Budgets, *Community
Programs, Demonstration Projects, Exceptional
Child Services, Financial Support, *Han-
dicapped, Leisure Time, Mentally Handi-
capped, *Normalization (Handicapped), Ob-
jectives, Personnel, Physically Handicapped,
*Program Descriptions, Recreational Facilities,
*Recreational Programs, Rehabilitation, Sur-
veys

Identifiers-Florida (Miami)

Presented are duplications of the responses
given by Recreation Programs for the Han-
dicapped (Miami, Florida) as part of a project
to collect, share, and compile information
about, and techniques in the operation of 18
community action models for recreation services
to the disabled. Model programs are categorized
as consumer, client competency, recreation
and leisure services, parks and recreation,
rehabilitation, and voluntary health agency
models. Reported are program services in the
following areas: the population served
(mentally and physically handicapped children
and adults in Dade County); primary activities
(recreation and leisure programs mixed with
community survival skill training); primary
facilities used (park facilities, community
schools; group homes, and junior college
settings); staffing (45 individuals-recreation
specialists and recreation leaders); total
budget (\$300,000) and primary sources of
support (federal funds, grants, and City of
Miami General Funds); and values and goals
achieved through the program (development
of independence and social skills that lead
to enjoyable use of leisure time). A copy of
the completed survey form is also provided.
(SBH)

ED 132 794 EC 092 363

Berkeley Outreach Recreation Program.
Iowa Univ., Iowa City. Recreation Education
Program

Spons. Agency - Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date (76)

Note-28p.; A project of the National Institute
on New Models for Community Based Recreation
Programs and Services for Handicapped
Children and Youth (Berkeley, California);
For related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Budgets, *Community
Programs, Demonstration Projects, Exceptional
Child Services, Financial Support, Leisure
Time, *Normalization (Handicapped), Objec-
tives, Personnel, *Physically Handicapped,
*Program Descriptions, Recreational Facilities,
*Recreation Programs, Rehabilitation,
Surveys.

Identifiers-*Berkeley Outreach Recreation Program,
California (Berkeley).

Presented are duplications of the responses given
by the Berkeley Outreach Program (California)
as part of a project to collect, share, and
compile information about, and techniques in
the operation of 18 community action models
for recreation services to the disabled.
Model programs are categorized as consumer,
client competency, recreation and leisure
services, parks and recreation, rehabilitation,
and voluntary health agency models. Reported
are program services in the following areas:
the population served (all physically handi-
capped persons in the Bay area); primary
activities (swimming and gymnastics, cooking,
dance, trips and over-nights, and wheelchair
track and field); primary facilities used
(high school pool, university gymnasium and
various recreation center and library meeting
rooms); staffing (two program coordinators,
a lifeguard, two drivers, a swim specialist,
an attendant supervisor, a bookkeeper, and
two athletic trainers); total budget
(\$25,550) and primary sources of support
(grants from the City of Berkeley); and
values and goals achieved through the program
(providing the physically disabled with
opportunities to become involved in innova-
tive and active recreational programs and
overcoming basic barriers in public transpor-
tation, attendance care, and activities). A
copy of the completed survey form is also
provided. (SBH)

ED 132 795 EC 092:364

ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation).
Iowa Univ., Iowa City. Recreation Education Program.

Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub. Date (76)

Note-27p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Hempstead, New York). For related information, see EC 092 362-372.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Budgets, *Community Programs, Demonstration Projects, Elementary Secondary Education, Exceptional Child Services, Financial Support. *Handicapped Children, Leisure Time, Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Surveys, Young Adults

Identifiers-*ANCHOR, New York (Hempstead)

Presented are duplications of the responses given by ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) (Hempstead, New York) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (handicapped children from 6-21 years old); primary activities (music, arts and crafts, bowling, swimming, dance, physical education, drama, special events, and field trips); primary facilities used (town parks, schools, commercial bowling alleys, town swimming pool, and points of interest); staffing (23 group leaders, 30 group aides, five substitutes, and approximately 15 specialists); total budget (approximately \$250,000); and values and goals achieved through the program (to provide a recreation program for handicapped children with emphasis on socialization and interaction). A copy of the completed survey form is also provided. (SBH).

ED 132 796 EC 092 365

Nassau County Department of Recreation and Parks.

Iowa Univ., Iowa City. Recreation Education Program.

Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub. Date (76)

Note-31p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Nassau County, New York), For related information, see EC 092 362-372.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Adults, Budgets, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Physically Handicapped, *Program Descriptions, Recreational Facilities, *Recreational Programs, Rehabilitation, Surveys.

Identifiers-*New York (Nassau County).

Presented are duplications of the responses given by the Nassau County Department of Recreation and Parks (East Meadow, New York) as part of a project to collect, share and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (disabled adults); primary activities (parties, dances, theatre, swimming, picnic events, and fashion shows); primary facilities used (a large centrally located building with all architectural barriers removed); staffing (a consultant, an administrator, seven recreation leaders, and 15 volunteers); total budget (\$3,900,000) and primary sources of support (county funds); and values and goals achieved through the program (to provide community based programs, integrated with the nondisabled and aimed at social integration). A copy of the completed survey form is also provided. (SBH)

ED 132 797 EC 092 366

King County Division of Parks and Recreation
Iowa Univ., Iowa City, Recreation Education
Program.

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub. Date (76)

Note-30p.; A project of the National Institute
on New Models for Community-Based Recreation
Programs and Services for Handicapped Child-
ren and Youth (Seattle, Washington). For
related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Budgets, *Community
Programs, Demonstration Projects, Excep-
tional Child Services, Financial Support,
Leisure Time, *Mentally Handicapped,
*Normalization (Handicapped), *Objectives,
*Older Adults, Personnel, *Physically
Handicapped, *Program Descriptions,
Recreational Facilities, *Recreational
Programs, Rehabilitation, Surveys

Identifiers-*Washington (King County)

Presented are duplications of the responses
given by the King County Division of Parks
and Recreation (Seattle, Washington) as
part of a project to collect, share, and
compile information about, and techniques
in the operation of 18 community action
models for recreation services to the
disabled. Model programs are categorized
as consumer, client competency, recreation
and leisure services, parks and recreation,
rehabilitation, and voluntary health agency
models. Reported are program services in
the following areas: population served
(mentally retarded, physically disabled,
and senior adults); primary activities
(sports and games, arts and crafts, dance,
drama, music, socialization, and outdoor
recreation); primary facilities used (parks,
pools, recreational centers, and schools);
staffing (three full-time recreation
specialists, 10 leaders, 29 aides, and 259
volunteers); total budget (\$199,276) and
primary sources of support (King County
government-general property tax); and
values and goals achieved through the pro-
gram (to provide diversified leisure services
to special populations in King County). A
copy of the completed survey form is also
provided. (SBH)

ED 132 798 EC 092 367

Avocational Counseling for the Elderly.
Iowa Univ., Iowa City. Recreation Education
Program.

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub. Date (76)

Note-21p.; A project of the National Institute
on New Models for Community Based Recreation
Programs and Services for Handicapped
Children and Youth (Milwaukee, Wisconsin),
For related information, see EC 092 362-372
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors-Activities, Budgets, *Community
Programs, *Counseling, Demonstration Projects,
Financial Support, *Hobbies, Leisure Time,
Objectives, *Older Adults, Personnel,
*Program Descriptions, Recreational Facili-
ties, *Recreational Programs, Surveys.

Identifiers-Wisconsin (Milwaukee)

Presented are duplications of the responses
given by Avocational Counseling for the
Elderly (Milwaukee, Wisconsin) as part of
a project to collect, share, and compile
information about, and techniques in the
operation of 18 community action models for
recreation services to the disabled. Model
programs are categorized as consumer, client
competency, recreation and leisure services,
parks and recreation, rehabilitation, and
voluntary health agency models. Reported are
program services in the following areas: the
population served (men and women 55 years and
older); primary activities (retirement lesiure
planning, leisure counseling, avocational
information, and referral); primary facilities
used (public and private facilities throughtout
the area); staffing (a project director, an
avocational counselor, a research assistant,
a follow-up interviewer, and five college
students); total budget (\$74,201) and primary
sources of support (federal funds from the
Administration of Aging); and values and goals
achieved through the program (to demonstrate
the impact of avocational counseling with the
elderly). A copy of the completed survey form
is also provided. (SBH)

ED 132 799 EC 092 368

Leisure Services.

Iowa Univ., Iowa City. Recreation Education Program.

Spons. Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub. Date (76)

Note-23p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Plainwell, Michigan). For related information, see EC 092 362-372.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors-Activities, Budget, *Community Programs, Demonstration Projects, Exceptional Child Services, Financial Support, *Handicapped, Leisure Time, *Normalization (Handicapped), Objectives, Personnel, *Program Descriptions, Recreational Facilities, *Recreational Programs, Surveys, Vocational Rehabilitation.

Identifiers-Michigan (Plainwell).

Presented are duplications of the responses given by Leisure Services of the State Technical Institute and Rehabilitation Center (Plainwell, Michigan) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation; rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (individuals in Michigan needing vocational rehabilitation); primary activities (swimming, crafts, art, exercise, games and outdoor recreation and sports); primary facilities used (a recreation building, fields, a putting range, tennis courts, and a lake); staffing (a consultant, an administrator, six recreational leaders, and two aides); total budget (\$6,300) and primary sources of support (contributions, fees and charges, and the Vocational Rehabilitation operating budget); and values and goals achieved through the program (activity skill acquisition, normalization, and leisure fulfillment). A copy of the completed survey form is also provided. (SBH)

ED 132-800 EC 092 369

Recreation Service Handicapped, Inc.
Iowa Univ., Iowa City Recreation Education
Program

Spons. Agency: Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub. Date: (76)

Note-29p. A project of the National Institute
on New Models of Community Based Recreation
Programs and Services for Handicapped
Children and Youth (Memphis, Tennessee),
For related information, see EO 092 362-372;

EBRS Price MF-\$0.83 HC-\$2.00 Plus Postage.

Descriptors-Activities, Budgets, Community
Programs, Demonstration Projects, Exceptional
Child Services, Financial Support, *Handi-
capped, Leisure Time, *Normalization
(Handicapped), Objectives, Personnel,
*Program Descriptions, Recreational Facilities;
*Recreational Programs, Rehabilitation
Surveys

Identifiers-Tennessee (Memphis)

Presented are duplications of the responses given
by Recreation Service Handicapped (Memphis,
Tennessee) as part of a project to collect,
share, and compile information about, and
techniques in the operation of 18 community
action models for recreation services to the
disabled. Model programs are categorized as
consumer; client competency, recreation and
leisure services, parks and recreation,
rehabilitation, and voluntary health agency
models. Reported are program services in the
following areas: population served (handicapped
individuals of all ages); primary activities
(swimming, social activities, dances, arts and
crafts, Brownies, counseling and guidance; and
personal guidance); primary facilities used
(recreation center and bowling lanes);
staffing (one supervisor and five recreation
aides); total budget (\$45,000) and primary
sources of support (County and City Park
Commission Fund Raising); and values and goals
achieved through the program (a therapeutic
recreation program for all handicapped people).
A copy of the completed survey form is also
provided. (SBH).

ED 132 801 EC 092 370

Los Angeles County Parks and Recreation.
Iowa Univ., Iowa City. Recreation Education
Program.

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub. Date (76)

Note-30p.; A project of the National Institute
on New Models for Community Based Recreation
Programs and Services for Handicapped Children
and Youth (Los Angeles, California). For
related information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Budgets, *Community
Programs, Demonstration Projects, Exception-
al Child Services, Financial Support,
*Handicapped, Leisure Time, *Normalization
(Handicapped), Objectives, Personnel,
*Program Descriptions, Recreational Facili-
ties, *Recreational Programs, Rehabilitation
Surveys

Identifiers-California (Los Angeles)

Presented are duplications of the responses
given by the Los Angeles County Parks and
Recreation Rehabilitation Unit (California)
as part of a project to collect, share, and
compile information about, and techniques in
the operation of 18 community action models
for recreation services to the disabled. Model
programs are categorized as consumer, client
competency, recreation and leisure services,
parks and recreation, rehabilitation, and
voluntary health agency models. Reported are
program services in the following areas: pop-
ulation served (all types of disabilities);
primary activities (music, drama, sports,
camping, motor development, arts and crafts,
swimming, behavior modification, and leisure
skills); primary facilities used (county parks);
staffing (a recreation specialist III, two
recreation specialist IIs, one recreation
specialist I, and 30 recreation specialist
aides); total budget (\$150,000 for salaries)
and primary sources of support (county); and
values and goals achieved through the program
(leisure skills, mainstreaming, increases
self esteem, and normalization). A copy of
the completed survey form is also provided.
(SBH)

ED 132 802 EC 092 371

Maine-Niles Association of Special Recreation.
Iowa Univ., Iowa City. Recreation Education
Program.

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date (76)

Note-29p.; A project of the National Institute
on New Models for Community Based Recreation
Programs and Services for Handicapped Children
and Youth (Skokie, Illinois), For related
information, see EC 092 362-372

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors-Activities, Budgets, *Community
Programs, Demonstration Projects, Exceptional
Child Services, Financial Support, *Handi-
capped, Leisure Time, *Normalization (Handi-
capped), Objectives, Personnel, *Program
Descriptions, Recreational Facilities,
*Recreational Programs, Rehabilitation
Surveys

Identifiers-Illinois (Skokie), Maine Niles
Association for Special Recreation

Presented are duplications of the responses
given by Maine-Niles Association of Special
Recreation (Skokie, Illinois) as part of a
project to collect, share, and compile infor-
mation about, and techniques in the operation
of 18 community action models for recreation
services to the disabled. Model programs are
categorized as consumer, client competency,
recreation and leisure services, parks and
recreation, rehabilitation, and voluntary
health agency models. Reported are program
services in the following areas: population
served (handicapped of all ages); primary
activities (swimming, arts and crafts, dance,
drama, educational activities, outdoor recrea-
tion, sports; and social activities); primary
facilities used (park facilities, schools,
bowling alleys, and pools); staffing (an
administrator, three recreation supervisors,
80 part-time recreation leaders, and 25 volun-
teers); total budget (\$184,934) and primary
sources of support (special district funds,
concessions, fees and charges, and city parks
and recreation funds); and values and goals
achieved through the program (equality of
opportunity, normalization, social skill
acquisition, physical fitness, leisure fulfill-
ment, self expression, and cultural enrichment).
A copy of the completed survey form is also
provided. (SBH)

ED 132 803 EC 092 372

Recreational Services for the Handicapped.
Iowa Univ., Iowa City. Recreation Education
Program.

Spons. Agency-Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.

Pub. Date (76)

Note-27p.; A project of the National Institute
on New Models for Community Based Recreation
Programs, Demonstration Projects, Exceptional
Child Services, Financial Support, *Handicapped,
Leisure Time, *Normalization (Handicapped),
Objectives, Personnel, *Program Descriptions,
Recreational Facilities, *Recreational
Programs, Rehabilitation Surveys

Identifiers-Maryland (Baltimore)

Presented are duplications of the responses
given by Recreational Services for the
Handicapped (Baltimore, Maryland) as part of
a project to collect, share, and compile infor-
mation about, and techniques in the operation
of 18 community action models for recreation
services to the disabled. Model programs are
categorized as consumer, client competency,
recreation and leisure services, parks and
recreation, rehabilitation, and voluntary
health agency models. Reported are program
services in the following areas: population
served (handicapped children and adults);
primary activities (sports, tumbling, arts
and crafts, music, cooking, socializing,
camping, swimming, and hiking); primary
facilities used (two-room building surrounded
by spacious playing fields and a camp);
staffing (supervisor, senior center director,
full-time recreation leader, three part-time
recreation leaders, seven part-time recreation
workers, one chauffeur, one arts and crafts
specialist, and one music specialist); total
budget (\$115,000 for ongoing program and
\$97,000 for summer camping program) and
primary sources of support (general city
funds); and values and goals achieved through
the program to provide a (recreational and
social outlet for handicapped children and
adults with incidental learning experiences.
A copy of the completed survey form is also
provided. (SBH) Programs;